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ABSTRACT

Highlights are presented of programs designed to aid students underprepared for college level work at the ten institutions chosen as Associates for the Fund for the Improvement of Postsecondary Education (FIPSE) National Project II: Alternatives to the Revolving Door. The selected programs include: those at Bronx Community College, the Educational Opportunity Program at California State University at Fullerton, the Thirteen College Curriculum Program at the Institute for Services to Education, the Study Skills and Counseling Programs at Malcolm-King Harlem College Extension, the Educational Opportunity Program at Marquette University, the Special Upward Bound Veterans Program at Oscar Rose Junior College, the College Assistance Migrant Program at St. Edward's University, Resources for Student Learning at Southeastern Community College, the People Center at Staten Island Community College, and the Personalized Learning Center at the University of Florida. Information is provided for each program on program students' characteristics; program staff; the remedial program itself in terms of admission, placement, registration, orientation, counseling, courses, and tutoring; evidence of success measured by retention and graduation statistics; and FIPSE-sponsored research. (TR)

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ALTERNATIVES TO THE REVOLVING DOOR: THE NATIONAL PROJECT II PROGRAMS

Bronx Community College
Resource Institution
Dr. Richard A. Donovan
Project Director

JC 780 146

INTRODUCTION

Providing realistic life alternatives to people formally denied access to institutions of higher learning depends on more than offering greater access. Programs that are geared to answer the special needs of the underprepared college student must be developed and institutionalized. Recognizing this, in the spring of 1975, the Fund for the Improvement of Postsecondary Education examined 225 applications, submitted by institutions from across the country, to select ten exemplary postsecondary programs that were designed to help students underprepared to initiate college level work. The ten institutions that were chosen to be Associates of National Project II: Alternatives to the Revolving Door (NP II) have endeavored in the past fifteen months to define, evaluate and refine the critical aspects of their programs.

These NP II Programs are highlighted in this booklet so that readers, in addition to becoming familiarized with their essential components, can identify both their unique and common program elements. It is readily apparent that while NP II Associates share many common approaches, differences in size of program, demographics of the target population, particular programmatic emphases, etc., are in some cases quite substantial. There is, however, an encouraging outcome shared by all of these programs; they work. Their students, by learning more and by gaining self confidence are being offered real alternatives to the revolving door.

I would like to express my sincere appreciation to the NP II Project Directors and their staff for their cooperation in providing information for the program descriptions. In particular, I would like to extend a special thank you to Bess Heyman, Executive Secretary, for her patient help in preparing the booklet.

Barbara Schaier
Research Associate, NP II

BRONX COMMUNITY COLLEGE
BRONX, NEW YORK

Public two year college of the City University of New York, 13,000 students

Project Director: Dr. Richard A. Donovan

PROGRAM STUDENTS

1. Number: Approximately 9,000
2. Age: 66% of incoming students are under 24, but 9% are 31 or older
3. Average Family Income: About 50% are less than $5,000
4. Ethnicity:
   - Black - 43%
   - Puerto Rican - 26%
   - White - 17%
   - Spanish Surname - 9%
   - Oriental - 1%
   - Other - 4%
5. Academic Entry Characteristics: High School GPA - almost uniformly below 75 with many below 70

PROGRAM STAFF

Full-time

Faculty - 327

Department of Student Development
- Director
- Assistant Director
- Student Affairs - 4
- Financial Aid -2
- Job Placement
- Transfer
- Career Counseling
- Pre-discipline
- Pre-admissions and recruiting
- General Counselors - 17
- Psychologist
- Social Worker

Other Administrators - 12

Part-time

Faculty - 400

Counselors - 4

REMEDIAL PROGRAM AT BCC

1. Admission

Students apply to the City University and are allocated to BCC through the Central University Admissions Processing System.

2. Remedial Placement

Under the supervision of the Department of Student Development, all incoming students take math, english and reading placement tests.

3. Registration

Initial registration is accomplished by bi-lingual audio-visual aids and individual and group academic advisement.

4. Orientation

Subsequent to registration a six-session no-credit broader orientation is provided for all students by the Department of Student Development.

5. Counseling

Each student is assigned to a specific counselor for academic advising. Special problems can also be referred to various specialists within the same department. The scope of services available includes vocational counseling and career exploration; financial aid advising; social worker assistance in dealing with other city agencies; and the services of both social workers and clinical and counseling psychologists for personal problems.

6. Remedial Courses

Remedial instruction at Bronx is decentralized with the Department of Special Educational Services responsible for remedial reading, the English Department for remedial writing, and the Mathematics Department for remedial math. Other departments such as Chemistry, Physics and Communication Arts and Sciences also offer remedial courses. The student enrolled in one or more remedial courses does not receive degree credit for them. However, a few degree-credit courses are open to remedial students. In the past these have included courses in Health and Physical Education, Communications, the Social Sciences, as well as electives in Art and Music courses.

7. Tutoring

Tutorial assistance for income-eligible students can be obtained for all courses through an externally funded federal grant. In addition, annual Remediation Budget allocations to the various departments enable the hiring of tutors on an hourly basis. The major component of the tutorial program, however, is the CETA Remedial Assistant. There are about 100 such CETA's assigned to specific departments.

EVIDENCE OF SUCCESS

1. Retention

Of any entering class, generally: 75% will return for the second semester
66% will return for the third semester
50% will return for the fourth semester

2. Graduation

About 27% of incoming freshmen do eventually graduate from BCC.*

*Some students transfer to other CUNY institutions before graduating from BCC.

FIPSE RESEARCH

1. B.C.C. has developed a model for the description of teacher-student classroom interaction.
2. A remedial mathematics student competency assessment instrument is being validated.

CALIFORNIA STATE UNIVERSITY, FULLERTON
ORANGE COUNTY, CALIFORNIA

Public four year University, 22,000 students

Special Program: Educational Opportunity Program

Project Director: Arturo Franco

PROGRAM STUDENTS

1. Number: 700 students
2. Median Age: 19.4
3. Average Family Income: 47% have families with less than $6,000 annual income
4. Ethnicity:
   - Black - 42%
   - Mexican American - 42%
   - White - 11 %
   - American Indian - 4%
   - Asian and others - 1%
5. Academic Entry Characteristics: Average high school GPA - 2.20 with a range of 1.73 - 2.34
   SAT scores - 650-800 composite

PROGRAM STAFF

Full-time

1. Director/Associate Dean
2. Assistant Deans: 3
3. Counselors: 3
4. Instructor
5. EOP Recruitment Coordinator
6. Special Program Coordinator
7. EOP Administrative Assistant
8. Secretaries: 2
9. Bookkeeper

Part-time

1. Counselors: 2
2. Special Program Consultant
3. Student Assistants (peer counselors, clerk typists, recruiters and learning assistance aids): 29
4. Program Assistants: 4

Student/Staff Ratio: About 25/1

EOP PROGRAM

1. Selection of EOP students

The typical procedure involves assessment of students financial need, motivation and initiative. An applicant is required to submit an autobiographical sketch explaining factors affecting prior academic performance and two letters of recommendation from a teacher, counselor, administrator, probation office, judge, clergyman or other community person. There is also a personal interview.

2. Orientation

Incoming students are brought on campus, introduced to the staff and are then taken on a complete tour of the campus. Each student is programmed into the required classes after being tested for proper placement in the basic skills.

3. Counseling

Counselors maintain close contact with students toensure completion of required coursework.

4. Contracts

Contracts are used for the completion of units under the guidelines of the Financial Aids Office.

5. Curriculum

Courses for EOP students are not considered remedial and are offered to all university students with some sections allotted to EOP students only. These courses, which carry degree credit, are designed to improve the basic skills in Reading, Writing and Math.

6. Supportive Services

The supportive services include housing, financial aid, placement, veterans services, health services, the Learning Assistance Center and tutorial aids.

EVIDENCE OF SUCCESS

1. Retention
   - A. Of the 297 students enrolled in the Fall of 1973 there were 270 at the end of the 1973-74 academic year.
   - B. Of the 240 students enrolled in the Fall of 1974, 207 were still enrolled at the end of the academic year.
   - C. Of the 275 students enrolled in the Fall of 1975, 255 were enrolled at the end of the academic year.
2. GPA
   - A. Fall'73 - Spring'74 (First year students)
     297 students = average GPA 2.17
   - B. Fall'74 - Spring'75 (First year students)
     240 students=average GPA 2.17
   - C. Fall'75 - Spring'76 (All present EOP students)
     623 Students = average GPA 2.24

FIPSE RESEARCH

1. A follow-up of 1972 EOP enrollees which includes the following information will be completed:
   - a) present status
   - b) number of graduates
   - c) GPA
   - d) the amount of EOP/counselor contact
   - e) amount of overall university involvement
   - f) academic background prior to California State, Fullerton
   - g) recruitment process (how were students recruited).

An attitudinal test administered during the fall of 1972 will be used against information gathered during the follow-up.

2. Student opinion surveys have been administered to determine present attitudes regarding Learning Assistance Centers, women's issues, counselling and related subjects.

3. Results of all reading and math testing during the last 4 years will be reviewed to uncover trends.

4. Present EOP students characteristics will be compared to national norms in order to determine basic economic and social differences in addition to differences in attitudes towards education.

5. Staff surveys have been administered to determine attitudes and gather background information.

6. There has been an analysis of how the recruitment process (more specifically, the staff time spent in the field recruiting), the contact avenues used and the results of interviews with students are related to the impact of the EOP Program.

INSTITUTE FOR SERVICES TO EDUCATION (ISE)
WASHINGTON, D.C.

Private non-profit corporation specializing in faculty and curriculum development; planning and management systems; research and evaluation for minority institutions of higher education.

Special Program: Thirteen College Curriculum Program(TCCP)

Project Director: Dr. Gerald Durley

PARTICIPATING INSTITUTIONS

Original Participants: A consortium of 13 colleges

Later Participants: Three new consortia were formed, over 40 institutions have used TCCP to date

Currently: All TCCP institutions have bi-lateral contracts with ISE.

PROGRAM STUDENTS

1. **Number:** 20,902 in 24 TCCP institutions with a range per school of 100-600 students
2. **Average Age:** 18
3. **Median Income:** 51% of students family income is $4,000 or less
4. **Ethnicity:** Predominantly black

PROGRAM STAFF

At each member institution, the staff generally includes at least:

1 Director
1 Counselor
10 Faculty
(in 1974 there was approximately 340 TCCP faculty members at 34 institutions)

Student/Staff ratio: teacher 25/1
counselor 200/1

THIRTEEN COLLEGE CURRICULUM PROGRAM (TCCP)

1. Development of experimental freshman curriculum

A consortium of 13 Black Colleges worked together with ISE in 1966 to develop and refine teaching techniques and curriculum materials.

2. Commitment to TCCP Model

Each of the TCCP colleges was obligated to follow the plan for installing and implementing the educational model on campus. This required a commitment of both staff and facilities.

3. Fixed program and class size

Originally the program size was fixed at 100 Freshmen the first year and 100 Freshmen and Sophomores the second year, with a fixed teacher/student ratio of 1/25. The teaching load was originally 8 hours and later became 12.

4. Curriculum

The following sets of courses for the first two years was established: a) freshmen-four courses, four credits each (English, math, social science and physical science and biology), b) sophomores - two courses, three credits each (humanities and philosophy). Extension of curriculum development to upper level courses was undertaken later.

5. Student Participation

A central methodology that emphasized student participation and discussion was established in all courses.

6. Counseling

The counselor was established as an integral part of the new educational team with responsibility for recruiting studetns, arranging campus housing and financial aid packets and for helping students with personal, social and academic matters.

7. Organization of Faculty

All faculty in the program were organized into either a basic studies unit or a freshman studies program.

8. Student-Teacher-Counselor Groups

150 students, all using the same team of teachers were grouped together. A counselor was part of the group and one director was responsible for all groups.

9. Summer Workshops

Each summer for six weeks, selected teachers and counselors from TCCP schools attend a summer session where they participate on staff and curriculum development workshops that are sponsored by ISE.

EVIDENCE OF SUCCESS

Here are the results for the first generation of students who had TCCP in their freshmen and sophomore years (1967-68; 1968-69) to become seniors (1970-71).

1. TCCP students entered senior year in higher percentage (62.5%) than regular students (46.9%).
2. TCCP students achieved higher grade-point averages than regular students.
3. TCCP students scored higher on standardized verbal ability math and science tests after completing freshman and sophomore years than regular students.
4. TCCP students achieved more positive personality and self-concept development as measured on standardized tests than regular students.
5. TCCP students have won more academic honors than regular students.
6. The level of achievement of TCCP teaching practices correlates positively with the level of endorsement by students.
7. The level of achievement of TCCP teaching practices correlates positively with the amount of students perceived they have learned.

FIPSE RESEARCH

ISE has attempted to identify the variables that are necessary to ensure that the program concept is implemented and continued once "soft monies" are gone. Differences in success of the TCCP program at each of the fourteen original TCCP institutions provided the framework for this analyses. The information was collected from previous directors' annual reports, ISE collected institutional data and questionnaires and interviews with the directors, completed at a conference sponsored by ISE.

MALCOLM-KING: HARLEM COLLEGE EXTENSION
NEW YORK CITY, NEW YORK

Private two year college, official extension of three private colleges (Marymount Manhattan College, The College of Mount Saint Vincent and Fordham University), 800 students

Special Program: Study Skills and Counseling Programs

Project Director: Dr. Mattie Cook

PROGRAM STUDENTS

1. Number: Counseling - 800
2. Average Age: Over 30
3. Average Family Income: $7,000
4. Ethnicity: Black - 90%
   Hispanic - 8%
   Other 2%
5. Academic Entry Characteristics:
   McGraw Hill Reading Test - Bottom 1/3 percentile of all students taking the exam.

PROGRAM STAFF

Counseling Staff

1. Director
2. Secretary
3. Counselors: 7

Study and Skills Program

Full-time

1. Director
2. Assistant Director

Part-time

1. Instructors: 14
2. Tutors: 15
3. Language lab coordinator
4. Tutor Coordinator

Student/counselor ratio: 150-200/1
Student/ tutor ratio: 8/1

MALCOLM-KING PROGRAM

1. Admission

An earned high school diploma is the only requirement for admission, however a small percentage of students are admitted while they earn that degree.

2. Recruitment

Recruitment is done on a limited basis by the Director of Admissions who visits community agencies, GED programs and the Educational Opportunity Center. Most recruitment occurs by students and volunteer faculty telling their friends and other students about the program.

3. Orientation

Orientation is provided for the entire student body in the beginning of every semester. In addition, the college and career orientation course is required for all new students.

4. Counseling

The counseling program offers a somewhat aggressive individual counseling program and two courses, college and career orientation and human relations. In order to increase the availability and accessibility of counselors, a room in the building where most of the classes are held has been set aside as an additional counselling office. This office is manned alternately by different counselors on the staff.

5. Study Skills Program

This program is designed to provide the student with an academic foundation that will enable a successful entry into a regular college program. The courses offered are college study skills, critical analysis (reading) preliminary english, basic language arts and a writing workshop. One or two credits are given for most of these courses and placement is based on results from exams taken at the time of admission.

6. Volunteer Faculty

Although originally all Malcolm-King faculty and staff were volunteer, a salaried staff of about 35 counselors and administrators and a small adjunct faculty now supplement the mostly volunteer faculty. Classroom space for the entire Malcolm-King operation was also donated by the community.

EVIDENCE OF SUCCESS

1. Reading Improvement

Scores on McGraw-Hall Reading Test

Before Critical Analysis course - bottom 1/3 percentile of national scores

After Critical Analysis course - middle 1/3 percentile of national scores

2. Influence on job status

Questionnaire sent to 500 students who either graduated, transferred to other institutions, or discontinued their studies from 1971 to 1973 indicated that out of 183 responses 50% improved their job classifications and salary as a result of attending Malcolm-King.

3. Counseling survey

A survey of a random sample of students to assess the effectiveness of counseling showed that 98.9% of students knew their counselors, 80% had at least two contacts with counselors that semester and over two thirds of the students expressed certainty of occupational choice since receiving counseling.

FIPSE RESEARCH

1. A data bank is being set up for three semesters of placement scores and demographic variable. This information is being stored in the Fordham University computer and will be used for current and future research.

2. Upon entry to Malcolm-King, a projection of success is made for each student that is based upon the students' placement scores. The progress of those students who are placed into and take developmental courses against their projections is being compared to those who do not need developmental courses.

3. A study is being done to compare the demographic characteristics of successful and unsuccessful (drop-out or lower than 2.0 GPA) students in order to develop profiles.

4. A questionnaire has been developed that measures attitudes of students towards counseling and college. This questionnaire is completed in a pre/post format by students first as incoming freshmen and then again after studying at Malcolm-King for awhile.

5. Results from test scores, the counseling questionnaire and GPA's of students who take a combined developmental course (english, reading and study skills) are being compared to those of students who take the developmental courses separately.

MARQUETTE UNIVERSITY
MILWAUKEE, WISCONSIN

Private four year University, 7200 Students

Special Program: Educational Opportunity Program (EOP)

Project Director: Dr. Donald Mackenzie

PROGRAM STUDENTS

1. Number: 239 students currently (76 students entered in the Fall'75 and from 1969 until 1976 there have been 409 EOP students).
2. Average Age: Most are 17-18 years of age
3. Average Family Income: About $3,100
4. Ethnicity:
   - Black - 75%
   - Mexican American - 4%
   - Puerto Rican - 8%
   - Other Latin American - 4%
   - American Indian - 4%
   - White - 5%
5. Academic Entry Characteristics:

   Reading

   1974 - 66.6% were reading at 9th grade level or below
   1975 - 45.5% were reading at 9th grade level or below

   Mathematics

   1974 - 83.8% at or below the 9th grade level
   1975 - 68.2% at or below the 9th grade level

PROGRAM STAFF

College Division

1. Program Director
2. Associate Director for Counseling
3. Professional Counselors: 2
4. Associate Director for Instructional Support
5. Full-time Instructors: 3

Part-time

1. Instructional Staff
2. Graduate and Undergraduate Tutors: Over 60

Student/Staff Ratio: Student/Full-time Staff 30/1
Student/tutor 20/1

EOP PROGRAM SERVICES

Recruitment

Students are recruited and selected from the five high schools in Milwaukee.

Selection

Final selection is based on federal low-income criteria, a demonstrated interest in enrolling at Marquette and evidence of academic potention. A number of high risk

students are also included. Each student is admitted both by the EOP and by an academic college or program.

Orientation

High risk students are required to enroll in a 6 week summer program in which students live on campus and participate in developmental English, reading and mathematics courses. Students meet with counselors individually and in groups. The Associate Director for Instructional Support in consultation with staff, develops a prescription of supports to complement selected courses.

Financial Aid

All students admitted are guaranteed up to ten semesters of full financial aid, conditional on satisfactory academic progress and participation in support services.

Tutorial Program

It is required for most students who are not making satisfactory progress to meet weekly with one or more tutors for a minimum of two hours. Weekly reports are submitted by tutors to the Associate Director for Instructional Support to enable the monitoring and assessment of student progress.

Remedial Courses

Remedial courses include reading and study skills courses, language development, and developmental mathematics (intermediate algebra, college algebra and trigonometry and analytic geometry). Some mathematics courses utilize self-pacing instruction.

Mathematics Laboratory

The EOP offers a series of seminars to supplement developmental mathematics, statistics and calculus courses.

Support Seminars

Weekly support seminars are offered by selected faculty or graduate students in chemistry, philosophy, history and other disciplines to help students with materials presented in lectures.

Centralization of Support Services

Financial aid delivery, academic advising, counseling and various kinds of administrative liaison are combined within one office in order to centralize, coordinate and facilitate student services.

CRITERIA OF SUCCESS

Retention

The retention rate has consistently been equal to or above that for Marquette regular students, about 56% over 4 years.

Graduation

15% of students admitted have graduated after 4 years, 37% within 5 years, and 51% within 6 years.

FIPSE RESEARCH

1. Marquette is developing a system to monitor aggregate student performance in relation to service participation.
2. Work has been done on the defining and the testing of the hypotheses that:
   a) student success is a function of the availability of financial aid, academic advising and academic services and
   b) that student success is enhanced by the progressive achievement of complimentarity between student characteristics and specific services.

3. There has been exploratory development of informal and affective measures for staff and student response to the program.

OSCAR ROSE JUNIOR COLLEGE
MIDWEST CITY OKLAHOMA

Public two year college, 8,035 Students

Special Program: Special Upward Bound Veteran's Program

Project Director: Dr. Robert Poole

PROGRAM STUDENTS

1. Number: 1,290 total course enrollments
   365 (full time equivalency in Fall 1976)
2. Average Age: 32.9
3. Average Family Income: $3,126
4. Ethnicity: Black - 23%
   American Indian - 9%
   Other Minorities - 7%
   White - 61%
5. Academic Entry Characteristics:
   Reading (Nelson Denny) - Average of 9.1 grade level
   Math (in-house) - Average score of 46%
   English (in-house) - Average score of 31%

   High School Grade Point Average

A	3
B	51
C	176
D	165
F	24

PROGRAM STAFF

Full-time

1. Project Director
2. Project Counselor
3. Project Secretary
4. Instructional Coordinator
5. Instructors - 4 team leaders and 7 instructors

Part-time

1. Instructors - 18
2. Vet-to-Vet Tutors
3. Staff Aides

Student/Staff Ratio: 28.6:1

SPECIAL UPWARD BOUND VETERANS PROGRAM

1. Recruitment and Admission

Potential students are identified by referrals from other students, VA work studies, recruiters, project staff, discharge lists from Oklahoma County Department of Records and visits to community agencies. Each applicant must first be admitted into Oscar Rose Junior College (which only requires graduation from an accredited high school and participation in the American College Testing Program). Students are then interviewed

by the Program Counselor and those veterans who meet the requirements (being recently discharged, poorly motivated, underemployed, unemployed or physically handicapped) are counseled into the program.

2. Orientation

During the first week of classes the centrally located offices of program staff are open all day until 8 p.m. The availability of program staff is considered an appropriate approach for orienting the special population of veterans to Oscar Rose and the Upward Bound Program. In addition, the required Personal Adjustment course devotes time to orienting the student to the campus and community.

3. Vertical Team

Four remedial courses that were selected as the most essential for the veterans in the program, each carrying college credit and counting towards fulfillment of degree requirements, are taught by a team of faculty. These faculty members work together to integrate the subject matter of the four courses, to identify particular academic and personal problems of individual students and to discuss the utilization of the most recent and innovative instructional techniques. The four courses are Developmental Reading, Basic English Composition, Personal Adjustment and Math.

4. Supportive Services

The Special Upward Bound Veterans Program is strategically located at the center of the campus and its proximity to the special campus services promotes their easy access and availability. These services, which include the tutorial laboratory, counseling and referral center, financial aid office and the student health center, although open to all Oscar Rose students, are particularly important to the program students.

5. mily and Marital Counseling

Results from institutional research have indicated that male students are more successful when another family member is attending school. These findings have resulted in increased counseling as well as institutional recruitment of family members.

CRITERIA OF SUCCESS

Reading (Nelson-Denny)

	PRE-TEST		POST-TEST	
	Average Grade Equivalent	Percentile	Average Grade Equivalent	Percentile
Vocabulary	10.0	Between 1-12	12.7	34
Comprehension	9.1	7-10	11.1	41

Mathematics (in-house)

	PRE-TEST		POST-TEST	
	Mean	S.D.	Mean	S.D.
Upward Bound	46.61	17.42	76.42	16.02
Regular	55.52	10.05	82.30	7.44

FIPSE RESEARCH

Oscar Rose is looking at students who have been participants in the SVUB Program to determine whether the following selected variables are related to student success: excessive absenteeism, degree of socialization (measured by the Sixteen Personality Factor Questionnaire), having a family member on campus, enrollment in entire vertical team class groupings and math and reading skills (measured by Nelson-Denny and in-house math exam).

Success is defined in terms of student retention and improved job status.

ST. EDWARD'S UNIVERSITY
AUSTIN, TEXAS

Private four year University, 1,800 students

Special Program: College Assistance Migrant Program

Project Director: Dr. F. Eugene Binder

PROGRAM STUDENTS

1. **Number:** Average of 112 students per year
2. **Average Age:** 18.87
3. **Average Family Income:** $4,029
4. **Ethnicity:** Mexican American - 82%
   Black American - 16%
   Other - 02%
5. **Academic Entry Characteristics:** High School GPA - 2.21
   Combined SAT Scores - 713

PROGRAM STAFF

Full-time

1. Program Director
2. Associate Director
3. Counselors: 2
4. Curriculum Coordinator
5. Assistant Curriculum Coordinator
6. Office Manager

Part-time

1. Head Tutor
2. Tutors
3. Student Facilitator Trainer
4. Student Facilitators
5. Dormitory Supervisors

Student/Staff Ratio: 16/1

CAMP PROGRAM

1. **Recruitment**

A total of 238 referral agencies throughout the country are working with the Program to help identify and attract qualified students.

2. **Orientation**

Pre-college summer enrichment program a) provides students with an awareness of university systems and subcultures, b) helps develop and enhance effective study skills and c) provides "catch-up" instruction in English, Math and Reading.

3. Student Facilitators

Selected upper-classmen are hired as facilitators to help CAMP students adjust to and overcome campus living obstacles during the first college year.

4. Advising

Students are interviewed prior to beginning their studies at St. Edward's, with advisors carefully reviewing students' application materials before the interview. Often several sessions are necessary to develop a viable schedule.

5. Tutoring

The tutoring program is mandatory and first semester students are required to attend four hours of tutoring per week, unless a student shows a "B" average by the mid-term.

6. Counseling

Students contract to meet bi-weekly with an assigned counselor.

7. Financial Aid

First year CAMP students are all awarded "total need" financial aid packages.

8. Budgeting

Students must submit monthly budgets and receive their allowances at the beginning of each month.

9. Summer Employment

CAMP motivates, prepares and assists students to find summer employment.

10. Contracts

Students are required to accept responsibility for their own actions by signing contracts which cover attendance, punctuality, participation in tutoring and counseling. Students are told they will succeed if they abide by the contract.

11. Developmental Courses

Non-credit courses are offered for students who need developmental reading, communication skills, developmental math and effective study skills.

EVIDENCE OF SUCCESS

1. Retention Rate - percentage of students completing the program each year:
   - 1972-1973 = 54%
   - 1973-1974 = 83%
   - 1974-1975 = 89%
   - 1975-1976 = 90%
2. Average of credits attempted first semester - 14.63
   Average of credits earned - 13.09.

FIPSE RESEARCH

The St. Edward's FIPSE research will include the following problems:

1. A comparison of the academic performance (GPA's) of CAMP students with that or the traditional university population.
2. A study of the impact (selected economic, social and psychological factors) of a successful first generation migrant student on the parent and siblings.
3. The use of CAMP students high school G.P.A.'s, GED scores, and size of high school graduating class as predictors of success (SAT composite scores, first semester college GPA's and hours of credits earned).

SOUTHEASTERN COMMUNITY COLLEGE
WHITEVILLE, NORTH CAROLINA

Public two year College, 2,000 FTE students

Special Program: Resources for Student Learning

Project Director: Winnie Cook

PROGRAM STUDENTS

1. Number: Average of 100 per year
2. Age: 84.3% are 25 or younger
3. Family income: 72-86% are from low-income families
4. Ethnicity: White - 63.8%
   Black - 35.2%
   American Indian - 1.0%
5. Academic Entry Characteristics:

   Cooperative English Test - Scores are from the 1-6th national percentile

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PROGRAM STAFF

Full-time

1. Program Director
2. Tutor Coordinator
3. Lab Coordinator and Research Assistant

Part-time

1. Instructional Designer
2. Instructors: 9

Student/staff ratio:

Orientation	14/1
English	25/1
Math	20/1
Psychology	25/1
History	25/1
Biology	25/1
Laboratory	14/1
or other help session	

RSL PROGRAM

1. Selection

Students are selected from the lower quartile of Southeastern's Freshmen class. Other criteria for selection are that students are from the bottom half of their high school graduating class, have taken a non-college preparatory track in high school, are graduates of GED or other adult high school programs, are out of school more than five years or are identified by a counselor as needing special attention.

2. Orientation

Before classes begin students are oriented to the program and to college by spending three days in a retreat that is far away from the college campus. Workshops, led by RSL faculty, serve to introduce students to each other, to the faculty and to what will be expected of them in college. Activities are structured to improve self-concept and to introduce students to contracting. Orientation is continued in the Fall quarter in "Orientation 101" which meets twice a week. Study skills and personal adjustment are emphasized in this segment.

3. Personalization of Instruction

An attempt is made to match content, objectives, and cognitive style with the needs of the learner. Personalization of instruction is more than flexible timing for RSL students.

4. Use of Small Group in RSL classes

The small group approach is used in the RSL classes because it fosters a co-operative spirit and eliminates much of the fear of failure. This teaching technique builds on the strengths of the student as a resource and encourages greater involvement of the student with the subject matter, his peers and instructors.

5. Instructor/Counselor Role of RSL Staff Members

RSL instructors build on an already established classroom relationship to help students learn to solve their problems. If the instructors are not equipped to handle the situation, then appropriate referrals are made. This dual role of instructor/counselor was designed because too frquently students believe that speaking to a counselor is a sign of inability to cope.

6. Use of Reality Therapy

The counseling and teaching approach used in the RSL program requires that students take responsibility for their own behavior. William Glaser's steps of problem solving "Reality Therapy" are used to develop an internal locus of control. All personnel including peer tutors are trained to use these steps.

7. Peer-tutoring

An active peer-tutoring program supplements the classroom instruction.

8. Communication between RSL and College

Each RSL instructor is also a staff member of his own academic department within the institution.

EVIDENCE OF SUCCESS

The data is from 1975-1976
RSL - all students
Comparison Group I - Non-program students with similar academic characteristics
Comparison Group II - Sample of regular college students

1. Persistence

	Winter		Spring	
	Number	Percentage	Number	Percentage
RSL	92	84%	87	80%
Group I	48	78%	37	60%
Group II	53	85%	47	76%

2. GPA

	Fall	Winter	Spring
RSL	2.34	2.37	2.36
Group I	2.08	2.12	2.46*
Group II	2.60	2.40	2.62

*Group I had a much higher drop-out rate, which probably indicates that many of the poorer students in that group dropped out.

FIPSE RESEARCH

The research for FIPSE included the following:

1. A student opinion survey to determine students thoughts about what were the most beneficial components in RSL.
2. A comparison of pre/post Cooperative English Test scores and in-house Math test scores.

3 A demographic study of RSL students and of comparison groups.

4. A follow-up of program students and comparison groups (GPA's, persistence, hours attempted/hours earned, number on Dean's list and on probation).

5. A survey of students who drop-out to determine the reasons.

6. Identification of the students' best learning styles (using Al Canfield's Learning Styles Inventory).

7. The use of an outside consultant to study the administrative structure of RSL in order to recommend means to improve the interrelationship of the program with the institution.

8. A study of the success of students in sequential courses.

STATEN ISLAND COMMUNITY COLLEGE
STATEN ISLAND, NEW YORK

Public two year unit of the College of Staten Island of the City University of New York, 9,500 students

Special Program: People Center

Project Directors: Dr. Abe Habenstreit, Dr. Joe Hannam and Dr. Ivan Smodlaka

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PROGRAM STUDENTS

1. Number: Approximately 550 students
2. Average Age: 80% are 19 or younger
3. Average Family Income: $8,500
4. Ethnicity: White - 80%
5. Academic Entry Characteristics: High School GPA - 73% or lower

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PROGRAM STAFF

Full-time

Director of Counseling
Counselors: 5
Counselor/student ratio: 1/130 (this ratio includes second year students who are seen less frequently)

THE PEOPLE CENTER PROGRAM

Selection

Students are selected solely on the basis of their high school records.

Orientation

The orientation process is initiated during the months preceding the beginning of classes when students meet several times with program counselors to discuss curriculum choice, etc. Students know who and where their counselors are by the beginning of school.

Aggressive Counseling

Each counselor is required to have two personal contacts as well as two telephone contacts per month with each of their students. Students are motivated to maintain contact with their counselors because the counselors are perceived as being concerned and supportive. Counselors are also required to contact each of their students' teachers at least two times per semester or many more if necessary.

Counselor Accountability

Counselors are held accountable for the academic performance of the students on their caseload, thus making it their responsibility to initiate and maintain regular and ongoing contacts with their clients.

Educational Plan

Toward the end of the year's work with the student, the counselors draw up, in conjunction with each student, an educational plan which is to be used by the student as a guide for subsequent course selection and program study. Although the plan may undergo considerable change, it at least provides each student with a written work sketch of their latest education and career efforts.

Supportive Services

The counselors in the program maintain good communication with staff of other supportive services on the campus such as the English and Math Skills Center, the Financial Aid Office, the Medical Office, the Student Tutoring Center, etc.

EVIDENCE OF SUCCESS

1. GPA and Retention

Group	1 Sem. (%)		2 Sem. (%)		3 Sem. (%)		4 Sem. (%)		Graduates (%)	
	GPA	Ret.	GPA	Ret.	GPA	Ret.	GPA	Ret.	4 Sem.	5 Sem.
9/70 C*	1.78	92	1.95	73	2.05	59	2.24	51	2.9	16.9
9/71 C	1.76	93	1.86	72	1.64	55	1.56	29	3.9	N/A*
9/72 PC*	2.14	92	2.05	77	1.98	62	2.32	59	13.1	24.7
9/72 C	1.82	77	1.94	63	1.86	48	2.53	50	9.7	24.9
9/73 PC	2.21	87	2.06	75	2.03	64	2.23	58	8.4	17.0
9/73 C	2.19	82	2.43	65	2.38	62	2.55	58	6.9	20.0

C* - Control Groups (High school averages 73.00 - 77.00)
PC* - People Center (High school averages less than 73.00)
N/A* - Not Available.

2. Student ratings of counselors

Each semester students rate counselors on such variables as concern, empathy, respect, support, etc., and on more specific factors such as help in studying, staying in school, with registration, courses, instructors, and financial aid procedures. These ratings have been overwhelmingly positive.

3. External Evaluations

The Program's performance has been externally evaluated from the very beginning, thus far with very positive results.

FIPSE RESEARCH

The People Center hired the Research Group for Human Development and Educational Policy to evaluate the impact of the People Center on the personal development of academic high risk students. Data for this project were gathered through surveys and interviews of students - both People Center and Non-People Center - faculty, People Center staff, other college advisors, counselors and administrators.

UNIVERSITY OF CALIF.
LOS ANGELES

APR 21 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

UNIVERSITY OF FLORIDA
GAINESVILLE, FLORIDA

Public four year University, 28,000 students

Special Program: Personalized Learning Center

Project Director: Dr. Jeannine Webb

PROGRAM STUDENTS

1. Number: 375 students with 450 course enrollments
2. Average Age: 18-19 years of age
3. Average Family Income: Majority come from low income families
4. Ethnicity: Black - 95%
   White - 5%
5. Academic Entry Characteristics:

   Standford Diagnostic Reading Test. Form A, Part 3
   Comprehension and Vocabulary - The range of scores is from the 1st to the 89th percentile and the median score is the 40th percentile on national 12th grade norms

   High school grades:- Program students are from the 40th percentile or below of all Florida high school students

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PROGRAM STAFF

Full-time

1. Director
2. Associate Director
3. Computer Programmer
4. Lab. Coordinator
5. Receptionist-Secretary

Part-time

1. Graduate assistants (one working on materials development and the other on the organization of tutors: 2
2. Lab assistants: 8
3. Tutors: 10
4. Graduate students (volunteers working with faculty in instructional development): 5
5. Evaluation team: 2 research personnel

Staff/student ratio: teaching faculty/student 30/1
lab staff/student 15/1

PERSONALIZED LEARNING CENTER PROGRAM

1. Selection

Program students are selected from a pool of admission applications from academically and financially disadvantaged students by the Director of Student Support and Special Programs and an advisory board based on the following critera:

Graduation from an accredited high school with at least a "C" average, latent academic potential, determination and motivation and lack of financial support.

2. Personalized Instruction

Working with the staff of the Center, the course instructors develop performance measures (test-items) for units of the course curricula. The Personalized Learning Center then assumes the responsibility for measuring the performance of the student, and offers special tutoring services to improve the students' opportunity for success on these measures.

3. Classwork

Students are enrolled in special sections of courses which have the same content and objectives as regular sections. They attend lectures, use the same texts and interact with their instructors in the same manner as other students.

4. Lab-Assistants

The student comes to the Center when he feels he is ready to test on a selected unit; he then answers a set of randomly selected computer-generated questions written by his instructor and his performance is immediately evaluated by a lab-assistant who reports the results to the student.

5. Standard Folder/Data Sheet

A student's progress is recorded so that the student's progress can be reported to his instructor and tutor.

6. Computer Storage of Data

Each day student achievement data is stored in the university's IBM 370 computer. This provides a data base for informed administration and management of the program. Weekly print-outs summarizing students' performance are sent to each instructor.

7. Tutors

A tutor, who is an upper division student, is provided for each course and section taught through the center. There is a mandatory tutor referral if a student does not achieve designated mastery after a second attempt on a unit test. Tutors also work with students prior to testing sessions. Tutoring is done both on a one to one basis and in small groups.

8. Non-Punitive Grading

If a student fails to reach the criterion set by his instructor on his first attempt at a unit test, additional help is given and the test is attempted again using different items from the item pool stored in the computer. This process is continued until the criterion is reached.

EVIDENCE OF SUCCESS

1. Attrition*

After 2 years of program operation, the attrition rate of these students dropped from 43% to 4%.

2. GPA*

Almost 80% have a GPA of "C" or better.

*These data are currently being updated.

FIPSE RESEARCH

The research is designed in two sections. The first is a longitudinal study of the impact of 4 years operation of the Personalized Learning Center (PLC). Impact measures are retention rates, graduation rate, chosen academic majors, overall grade point average and success in upper division courses for which PLC courses were prerequisite. The second section is designed to illustrate formative evaluation techniques used to provide data for the management of the instructional system. This includes client satisfaction, information, measures of tutor activities, item analysis of achievement measures (test) written by instructors and used in the Center.